Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
# Social Psychology

**Autumn 2017 Syllabus ● The Ohio State University ● Department of Psychology**

## Welcome!

**Introduction to Social Psychology (PSY3325)** is an introduction to the major topic areas of social psychology. This course fulfills, in part, the Psychology Major learning outcomes as required by both the Psychology Department at the Ohio State University, and the Ohio Board of Regents. In addition, in order to promote easy and transparent course transferability between institutions in Ohio, this course is designed to meet specific Transfer Assurance Guide (TAG) learning objectives.

## Coursework

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Exam I</th>
<th>Exam II</th>
<th>Exam III</th>
<th>Projects</th>
<th>Participation and Teamwork</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>334.8 to 360</td>
<td>50 points</td>
<td>50 points</td>
<td>50 points</td>
<td></td>
<td></td>
<td>360 points</td>
</tr>
<tr>
<td>A-</td>
<td>324 to 334.7</td>
<td></td>
<td></td>
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<tr>
<td>B+</td>
<td>313.2 to 323.9</td>
<td>30 points</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>B</td>
<td>298.8 to 313.1</td>
<td>30 points</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B-</td>
<td>288 to 298.7</td>
<td>10 points</td>
<td></td>
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</tr>
<tr>
<td>C+</td>
<td>277.2 to 287.9</td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>262.8 to 277.1</td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>252 to 262.7</td>
<td>10 points</td>
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<tr>
<td>D+</td>
<td>241.2 to 251.9</td>
<td>10 points</td>
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<tr>
<td>D</td>
<td>216 to 241.1</td>
<td>10 points</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>E</td>
<td>0 to 215.9</td>
<td>10 points</td>
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</tr>
</tbody>
</table>

## Grading Procedures

**How are students graded?**

Students are graded based on the number of points earned. The basis for earning points and the criteria required for achieving a particular letter grade are to the left. Please ask your instructor if you have any questions about grading.

## Exams

The vast majority of your learning will be evaluated through a series of exams. These exams will usually not entail a cumulative component (with the exception of the final exam), but questions from anything you’ve learned through the semester are fair game. The final exam may have a cumulative component. Exams in this course will largely consist of a series of multiple-choice questions, which some short answers questions being included at the instructors’ discretion. Exams will centrally, but not necessarily exclusively, focus on content covered in the lectures.

## Secondary Assignments

Several secondary assignments will generally be completed outside of your time in-class, but often also contain an in-class component. These include a number of written assignments designed to promote communication about psychology topics, including papers and in-class presentations. Some of these are short-term and individual topics, whereas the majority are group-based long-term projects. Additional details on Carmen will specifically outline all of the details of these projects.

## Section Points

You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task, and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent (as described in the absence policy section). A majority (or all) of these points, however, will be provided based on submission of in-class activities, and as such, missing a lecture may preclude you from these points.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Chapter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tu 8/22, Th 8/24</td>
<td>Introduction to Course and Syllabus; Methods in Social Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tu 8/29, Th 8/31</td>
<td>The Social Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tu 9/5, Th 9/7</td>
<td>Careers in Psychology; Social Cognition</td>
<td>V-Map</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tu 9/12, Th 9/14</td>
<td>Attribution; Scientific Study Report Presentation</td>
<td></td>
<td>Scientific Study Report and Presentation</td>
</tr>
<tr>
<td>5</td>
<td>Tu 9/19</td>
<td>Midterm Exam 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Th 9/21</td>
<td>Cognitive Dissonance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tu 9/26, Th 9/28</td>
<td>Attitudes and Persuasion</td>
<td>Careers Paper</td>
<td></td>
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<tr>
<td>7</td>
<td>Tu 10/3, Th 10/5</td>
<td>Adweek Discussion; Social Influence</td>
<td>Adweek Proposal</td>
<td></td>
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<tr>
<td>8</td>
<td>Tu 10/10</td>
<td>Social Influence (cont.)</td>
<td></td>
<td>Autumn Break: No classes on Th 10/12</td>
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<tr>
<td>9</td>
<td>Tu 10/17, Th 10/19</td>
<td>Group Processes</td>
<td>Adweek</td>
<td></td>
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<tr>
<td>10</td>
<td>Tu 10/24</td>
<td>Psych Tank Discussion</td>
<td>Psych Tank Proposal</td>
<td></td>
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<tr>
<td></td>
<td>Th 10/26</td>
<td>Midterm Exam 2</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Tu 10/31, Th 11/02</td>
<td>Relationships and Attraction Stereotyping</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Tu 11/7, Th 11/9</td>
<td>Stereotyping (cont.)</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Tu 11/14, Th 11/16</td>
<td>Psych Tank Presentation; Aggression</td>
<td>Psych Tank</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Tu 11/21</td>
<td>Orientation Overhaul Discussion</td>
<td>Orientation Overhaul Proposal</td>
<td>Thanksgiving: No classes on Th 11/23</td>
</tr>
<tr>
<td>15</td>
<td>Tu 11/28, Th 11/30</td>
<td>Prosocial Behavior</td>
<td>Orientation Overhaul</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/05</td>
<td>Midterm Exam 3</td>
<td></td>
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</tr>
</tbody>
</table>
RESPONSIBILITIES

INSTRUCTOR

I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there any course issues, grading questions, or anything else you wish to discuss.

Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The grades may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.

I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials. Think of me as the rumble strip and signs on a highway, but not as a tow truck.

STUDENT

You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!

Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Read assigned readings and review course materials. Take an active, engaged role in your own learning.

Be prepared to work outside of class. Readings, studying, and preparing for future classes.

COURSE DETAILS

COURSE BOOKS

The required text for this course is a combination of high-quality, free, openly licensed sources.

CARMEN
https://carmen.osu.edu

PRINCIPLES OF SOCIAL PSYCHOLOGY
https://pentextbc.ca/socialpsychology

NOBA
http://nobaproject.com

PLEASE DO!

Attendance is NOT SPECIFICALLY REQUIRED but there is a strong correlation between attending the course and final grades.

The slides are not always designed to include all of the information we discuss through a course, and cannot answer your questions by themselves. Lastly, there may be SOME POINTS ASSOCIATED WITH SHOWING UP!

ATTENDANCE POLICY

LATE ASSIGNMENTS (I.E. THOSE TURNED IN AFTER THE TIME THEY ARE DUE) OR MISSED EXAMS WILL RECEIVE A “0.”

This penalty will be waived only under extreme circumstances (e.g., severe medical reasons and/or family issues or emergencies).

Should such circumstances arise, you must contact the instructor AS SOON AS POSSIBLE before class time and submit suitable documentation.

IMPORTANT NOTE:

Any excused absences for University-sponsored events must be documented and brought to the instructor’s attention PRIOR TO THE ABSENCE.

LATE WORK

LATE WORK

COURSE DETAILS

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COURSE GOALS AND OBJECTIVES

GOALS specify what students completing PSYCH3325 should accomplish by the end of the course. LEARNING OBJECTIVES define how a course will assess whether students meet these goals.

Social science courses develop students’ understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific Transfer Assurance Guide (TAG) learning objectives (recommended by the Board of Regents after consultation with faculty); These TAG and GE learning objectives are specified within the course, and APA objectives below.

This course also aims to meet goal-based requirements set forth by the America Psychological Association (APA). These are guidelines that establish standardized, baseline expectations of understanding for a host of areas in psychology. APA learning objectives are specified below.

Course goals, with embedded TAG and APA goals, are below.

To increase students’ SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world
To meet the Learning Objectives for the Scientific Knowledge Goal, students will:
- Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice (TAG Learning Objective 1)
- Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field’s content (APA Goal 1 – Knowledge Base)

To meet the Learning Objectives for the Understanding Differences Goal, students will:
- Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, and cognitive dissonance) (TAG Learning Objective 3)

To promote CRITICAL THINKING that can be applied to social and cultural contexts
To meet the Learning Objectives for the Critical Thinking Goal, students will:
- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet (TAG Learning Objective 4)
- Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research (APA Goal 2 - Scientific Inquiry and Critical Thinking)

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals
To meet the Learning Objectives for the Application Goal, students will:
- Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life. (TAG Learning Objectives 2)
- Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (APA Goal 3 - Ethical and Social Responsibility)
- Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (APA Goal 5: Professional Development)
## CONNECTING COURSEWORK TO GOALS

<table>
<thead>
<tr>
<th></th>
<th>Exams</th>
<th>Scientific Study Report</th>
<th>Careers Paper</th>
<th>Adweek</th>
<th>Psych Tank</th>
<th>Orientation Overhaul</th>
<th>Midterm Feedback</th>
<th>Section Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate <strong>SCIENTIFIC KNOWLEDGE</strong> in how individuals and groups think, feel, and act within the context of a social world.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td>Students demonstrate <strong>UNDERSTANDING OF DIFFERENCES</strong> in how individuals and groups think, feel, and act within the context of a social world.</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Students demonstrate <strong>CRITICAL THINKING</strong> that can be applied to social and cultural contexts.</td>
<td>✓</td>
<td></td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>Students make <strong>REAL-WORLD APPLICATIONS</strong> to societal issues, interpersonal contexts, and professional goals.</td>
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<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

## OTHER IMPORTANT INFORMATION

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [http://studentconduct.osu.edu](http://studentconduct.osu.edu).

**Sexual misconduct/relationship violence:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**Disability Services:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Behavioral Misconduct:** Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

**Final Comments:** This course varies by class, by their topics of interest, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, assignment dates, rubrics, and content may be changed, topics may be tossed about, and lectures may be shuffled. You will always be informed of these changes on Carmen and in class.

**Top Hat or Quizzes:** This course will use Top Hat or Carmen for a number of in-class activities or quizzes. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the first day of class for us to discuss alternatives.

**QUESTIONS?**
Go to Carmen, or contact your instructor.

**Psychology 3325 Program Directors:**
Melissa Beers, PhD  
125A Psychology Building  
beers.3@osu.edu

Ken Fujita, PhD  
128 Lazenby Hall  
fujita.5@osu.edu